

# SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

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May 1958



## COOPERATION: Essential to Research

**E**DUCATION in a free society, by its very nature, makes cooperation essential to the research that guides its progress.

COOPERATION IS ESSENTIAL because education is not a single science. Rather it is the application of many sciences to the task of modifying human behavior. Naturally, then, to improve educational policy and procedure we must have research in many disciplines—anthropology, sociology, psychology, physiology, and the like—and we must have it at two levels: Basic research, which identifies the primary behavioral phenomena; and methodological research, which applies the findings of basic research to educational problems.

COOPERATION IS ESSENTIAL because universal education as an ideal and a national need has thrust upon our society the most monumental task it has ever faced. More people are learning; there is more to learn. Thus the task of providing education becomes both immense and complex. Giving right direction to the educational undertaking of this great Nation requires the research efforts of all individuals and organized groups in the country, the use of all research resources. Unless educational planning for the

future is undergirded with the most exacting type of research into all kinds of educational endeavor, education will not meet the challenge of the future.

FINALLY, COOPERATION IS ESSENTIAL if research findings are to have meaning for the policies and procedures of education. In other words, the distance between the researcher and the user of research must be lessened and the understanding between them must be increased.

In launching its Cooperative Research Program, the Office of Education is attempting to keep in focus these three fundamental needs for cooperation. It is the intent of this program to broaden and strengthen relationships among the contributing disciplines; to stimulate and assist research effort everywhere; and to speed up the process of bringing the findings to policymakers and planners—in classroom, community, State, and Nation.

*Roy M. Hall*

Assistant Commissioner for Research

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Educational news

## EVENTS AND DEVELOPMENTS

of national significance

### Space Primer

**B**ACK of the President's plan for a space program is a 4,000-word statement by the President's Science Advisory Committee, of which James R. Killian is chairman. In language so simple that it has been called a primer, *Introduction to Outer Space*, published by the White House tells why this Nation should explore space. Copies can be had from the Superintendent of Documents, Washington 25, D. C., for 15 cents each.

### Sign of Summer

**Y**OU are summer's first swallow; we hope you presage a full, warm season.

With this graceful greeting, teachers and school officials in the Soviet Union welcomed Oliver Caldwell last month. Mr. Caldwell, who is the Office of Education's assistant commissioner for international education, was the first educator to enter that country under the recent (January 27) cultural-exchange agreement between the USSR and the United States. To him the welcome expressed a hope he finds strong on both sides of the agreement—that now begins freer communication and closer understanding between the two peoples.

Mr. Caldwell was in the USSR as a planner of interchanges. As a result of his visit, a team of 10 US educators is already in the USSR, studying the country's educational system; and a similar Soviet team soon will be coming here. Mr. Caldwell has also arranged for an interchange of curriculum materials; on this subject we will report details next month.

The US team, which left on May 6 and returns June 10, is headed by Commissioner Derthick and includes four others from the Office of Education: Lane C. Ash, assistant director, division of vocational education; and John R. Ludington, Helen K. Mackintosh, and John B. Whitelaw, respective chiefs of sections for secondary schools, elementary schools, and teacher education.

Other members are George Z. F. Bereday, associate professor of education, Columbia University; Henry Chauncey, president, Educational Testing Service; A. John Holden, commissioner of education for Vermont; Herold C. Hunt, Eliot professor of education, Harvard University; and Harry C. Kelly, assistant director for scientific personnel and education, National Science Foundation.

### Television Conference

**A**LL research thus far on educational television will be spread out this month before the Conference on Educational Television when it meets to take the measure of a still-new and exciting educational tool and to judge the promises of the future by the experiences of the past.

This survey of research, however, is only part of the program planned for May 26-28, when 65 educators will attend meetings sponsored by the Office of Education with the cooperation of the National Association of Educational Broadcasters. Franklin Dunham, chief of the Office's radio-TV services and in charge of arrangements, says that sessions will explore the needs of both higher education and elementary and secondary schools; the separate problems of

producers and users of educational TV; the contributions that can be made by standard commercial broadcasting, radio, and movies, as well by educational stations; and the place of TV in national educational policy.

Among the speakers will be William G. Carr, executive secretary, National Educational Association; Kenneth Christiansen of the Educational Television and Radio Center; Novice G. Fawcett, president of The Ohio State University; Frederick H. Garrigus, manager of organizational services, NAEB; John E. Ivey, Jr., executive vice president, New York University; Marshall McLuhan, editor, *Explorations Magazine*; John L. Scanlon, deputy director of research, Fund for the Advancement of Education; Maurice F. Seay, director of education, W. K. Kellogg Foundation; and Ralph Steetle, executive director, Joint Council on Educational Television.

### Wanted: Portraits

**I**F the gaps can be filled, the Office of Education soon will have on display for visitors and staff a collection of photographs or portraits of all the Commissioners of Education who have served the United States since the position first was established, 91 years ago.

For assistance in filling the gaps the Office herewith appeals to readers of *School Life*. Yet to be acquired are copies of the first three commissioners—Henry Barnard, John Eaton, and N. H. R. Dawson—and of the fifth and the eighth—Elmer E. Brown and William John Cooper. Either the likenesses or clues leading to them will be happily received.



By HELEN K. MACKINTOSH and MARY HELEN MAHAR

## Teaching Reading the Individualized Way

**O**NLY the person who knows from experience the pleasures and uses of reading can even imagine the problems facing a child who cannot read well. The understanding teacher of any group of children recognizes their wide differences in reading ability and works to help each child succeed in terms of his capacity. Her methods are useful tools; to be certain they are right for her purpose, she turns upon them the hard light of one question after another:

*Do I have valid reasons for selecting one method of organizing teaching-learning experiences and for rejecting another? Do I put the stamp of "good" on certain ways of working just because they have been used for a long time, and "poor" on ways relatively new although there is some evidence that they give good results? Do I supplement what I have learned from my training and experience with knowledge that has come out of recent research?*

For this teacher in today's school, are there any principles to guide her in her choice of practices?

### **An individual matter**

Some of the statements about reading that are appearing in profes-

sional magazines provide one basis for evaluating practices. For example, these:

**We still fail to teach about 15 percent of our pupils to read successfully.—Spache**

**By the time a class has entered the sixth grade, the range in reading abilities may be from zero to about the 12th grade.—Betts**

**There is a widespread acceptance of the importance of individualizing reading instruction.—Shane**

Reading is a highly individual matter, and each child differs from every other child in ability to read. Educators should pay more attention to this fact in evaluating methods of teaching and learning. The skill of recognizing words and getting thought from the printed page is basic in the reading process, but the more complex skills of using the thought for some purpose is of even greater importance. People read, for example, to get help in solving a problem, to give themselves pleasure, or to have something to share with others. Such purposes must be accepted by the child as his own. As the writer of a recent magazine article said, "If children like books, they'll read."

Although children's reading interests can be identified for any age level—preschool, primary, or intermediate—and reading materials selected to suit them, there are many

reading materials with qualities that appeal to readers of all ages—qualities such as good story, action, adventure, and humor. For children who are just beginning to read and for children who have difficulty with reading, it is highly important to use materials rich in these qualities. The teacher will be wise to remember also that most children have personal interests that can be used to attract them to books. Not all children are gifted academically, but every child has gifts the teacher can find and use as "handles" to bring him and his book together. Three things about the child—his interest, ability, and background—should be part of any consideration of teaching and learning as it relates to reading.

As Dr. Betts points out, children in any grade are at widely different stages of reading ability. But in their attitudes toward reading, favorable or unfavorable, nursery and kindergarten children, as well as older girls and boys, reflect their parents. Parents are helpful when they show interest in books and use every means to extend and enrich children's experiences and vocabularies; but when they put pressure on children to make them learn to read, they probably defeat their own purposes.

### **Teaching methods**

The preceding discussion is preamble to a look at currently accepted methods of teaching reading. There are no figures to cite, but many teachers in the United States are probably still attempting to teach reading from a single text, requiring every child in the class to read the same page in the same book at the same time. Busy teachers, new teachers, teachers with large classes—all these and others have often accepted the practice, for a variety of reasons.

Probably the most widely used method of teaching reading in 1958 is based on some form of grouping. Grouping means many things to many people, but a generally ac-

*Dr. Mackintosh is chief of the Elementary Schools Section, Office of Education; Miss Mahar, school and children's library specialist.*

cepted meaning is the dividing of a class into three groups, usually on the basis of ability. A teacher using this plan should realize what such grouping does to children. A child in the "best" group may be self-satisfied, may brag a bit, may refer condescendingly to those who do not read well. A child in the middle group may be satisfied to be average, since most people in the world are that. But the child in the "poor" group has little incentive, for no matter how much he improves, he still will probably remain in that group.

Dr. Dolch suggests that a teacher who wants to understand the effects of grouping on children should try to imagine herself in similar circumstances. Suppose the superintendent of schools divided his faculty into three groups on the basis of ability. How would the teacher in the lowest group feel? Would she do better work? Or poorer?

There are classes where children are divided into two groups rather than three. Others are divided into five or more: this is the kind of grouping Dr. Dolch says teachers would need if they "honestly" followed the reading levels of children. There are a number of written reports describing how a teacher has worked with five or more groups in her classroom. In these situations, however, groups are organized on a basis that keeps them flexible rather than fixed—not on the basis of ability but on the basis of a sociometric study, a purpose, a problem, or a specific need.

### **Individualized reading**

Among the teachers who think of reading as a highly individual process, an ever-increasing number with creative imagination are developing plans for children's reading experiences that are variously called individualized, self-selected, self-pacing, personalized, or reading by invitation. Some teachers move into an individualized program from a situation in which they have 3, 5, 6, or 7 groups. Others individualize instruction from the start. How each

one proceeds depends upon (1) her own ability to organize, (2) her ability to work with children, (3) the size of her group, (4) the previous experience of her pupils, (5) her knowledge about books of different degrees of difficulty and different interest appeals, and (6) the availability of such books.

In the new publication edited by Alice Miél, several teachers tell how they got under way in individualized programs of reading. Some teachers were fortunate enough to have small classes; others began with a group within the class; and one, beginning with seven groups, used them as springboards to seven individualized programs in which children helped each other get started. Success seems to depend not so much on how the teacher gets started or whether she uses many different books either alone or in combination with textbooks, as on her own interest and the interest of the children.

One of the problems of the teacher who uses several individual books, or "trade" books, is that they do not provide her with the controlled vocabulary that is one of the most important features of a textbook series. It is on this issue—whether a controlled vocabulary is essential—that educators disagree. But if repetition is desired, the teacher can use a book like Wanda Gag's *Millions of Cats*, which has a great deal of repetition but provides it in the framework of a story that has action, good story, adventure, and humor.

Although trade books are primarily the starting point for the teacher in an individualized reading program, this fact does not preclude the use of textbooks once the child understands that he is reading and progressing as an individual, not as a member of a group, and is following his own progress through his own record, kept in either graphic or anecdotal form.

It is certain that more research is needed to evaluate individualized and group procedures in the teaching of reading. Surely researchers need to scrutinize present methods of teaching beginning reading, rather than to

concentrate solely on the remedial programs for those who have not succeeded in learning to read. After reviewing findings of studies published over a 50-year period, Dr. Gray concludes that there is a place for both the group and the individualized methods of teaching reading.

### **Value of the school library**

Teaching reading by the individualized method requires plentiful resources of children's books. An elementary school library with an organized collection of children's books and other material, administered by a professional librarian and open at all times of the schoolday to teachers and children, is essential to a fully developed reading program in the elementary school. From it, with the assistance of the librarian, teachers can select classroom collections which they can continually refresh by making new selections.

A centralized elementary school library makes the whole collection of children's books available to every grade and classroom: the same books can be used at different times by every grade in the school and thus meet the need of every child. For example, in a third-grade room some children read at the first-grade level; others at the second; still others at the third-, fourth-, fifth-, and sixth-grade levels; and many children read at different levels at different times. In the reading program planned to serve these highly individual needs, the elementary school library not only provides a valuable service, but provides it economically.

In elementary schools not yet equipped with school libraries, principals and teachers interested in teaching reading by the individualized method should develop classroom collections, following as closely as possible the basic principles of the centralized school library. These collections should be selected from recognized lists of children's books, and should be interchanged at intervals among classrooms. Among the materials that teachers will find helpful in organizing these collections and



developing activities related to reading are Jacobs' leaflet, and others, in a bulletin entitled *Adventuring in Literature With Children*.

Books should be displayed on shelves and tables in every classroom so as to stimulate children's reading interests in an atmosphere conducive to the enjoyment of books. If these displays are changed from time to time, they will make an intriguing kaleidoscope of different types of reading material; sometimes they can be used to present stories, folktales, or poetry; other times, realistic books about airplanes and trucks or home and community life; other times, factual books related to units of study in the curriculum—social studies, science, and mathematics. There are children's trade books on all these subjects, and they can be used to teach not only reading but every other subject in the curriculum. In this manner, learning through reading becomes a rich experience, and reading itself becomes a natural and joyful activity for boys and girls.

#### **Lists and criteria**

Teachers accustomed to using graded textbooks for teaching reading may sometimes have difficulty in selecting trade books for the individualized method. Children's trade books, however, are graded in a broad sense—for instance, as appealing to the youngest readers, from 3 to 5 years old, or to children from 10 to 12. In addition, most standard and recognized lists of children's trade books indicate the age level or grade range for each book listed. *Children's Catalog* lists and notes the grade range for 3,204 books; *A Basic Book Collection for Elementary Grades* does the same for more than 1,000 books. Both *Adventuring With Books*, a list for the elementary grades, and *Bibliography of Books for Children* indicate age range.

These lists, all compiled by experienced teachers and librarians from the whole field of children's literature, are highly useful guides. Not only are they frequently revised and brought up to date but they are an-

notated and arranged by subject or interest category. In *Bibliography of Books for Children*, for example, such subject headings as "Picture Storybooks," "Animals of All Kinds," "Holidays To Celebrate," and "Fanciful Stories and Folklore Collections," lead the teacher to many attractive and interesting books for children aged 4 to 12; others, like "Earth Studies" and "Experiments To Try" and "Music" point out books varied in approach and level of difficulty to suit the needs of elementary children of all grades. A companion list, *Children's Books for \$1.25 or Less*, useful in choosing inexpensive books for a new elementary school collection, also is subdivided by subject. Teachers unfamiliar with children's books can depend on such lists in beginning a collection and can acquire knowledge of the books as they use them.

Several authoritative periodicals also annotate and grade new books for children. Among them are the *Horn Book*, the *Booklist and Subscription Books Bulletin*, the *Bulletin of the Children's Book Center*, and the magazine, *Elementary English*.

The American Library Association publishes a comprehensive catalog of tools for book selection, giving the source and price of each. It can be purchased in quantity, but single copies are available free on request. The aids it lists should be available in every school library.

Some teachers may want to augment their knowledge of children's books and to improve their understanding of criteria for selecting them. They may wish to become less dependent on lists, and to develop their own ability to evaluate critically in terms of the special interests of all the children in their classrooms. There are many fine books about children's literature that discuss criteria for selecting different types of children's books. Two should be especially helpful, one by Arbuthnot and one by Smith.

#### **The child's choice**

Children who are being taught to

read by the individualized method should be encouraged to select freely, both in the library and in the classroom, books they like. Usually a child will naturally select a book he can read, or a book so close to his interest that he will increase his skill as he reads it. Children generally reject books that are too hard, too easy, or lacking in appeal.

Sometimes a child needs to be told something about the books that will encourage his selection or give him confidence to take a book to read, but he should not be discouraged from browsing and experimenting. There are many intangibles working in a child's selection of a book—color, size, illustrations, relation of the story to his experience, his own personality—and if, in giving guidance, the teacher permits these intangibles to have free play, the child will probably select the book that is right for him. In contrast, if his teacher selects a book for him and assigns it as a class exercise, he is not so likely to gain anything from it. He may master the words through repetition and drill, but the experience may—and often does—destroy his interest in further reading.

#### **Pleasure is basic**

The individualized method of teaching reading does not preclude all the shared group and class experiences that children can have with books and reading. They love storytelling; and storytelling by the teacher, the librarian, and sometimes by the children should be part of the reading program. Sometimes this storytelling can take place in the library or outdoors under a tree. It may be a good procedure at times to divide children into groups so that they can tell each other the stories they have read. The school librarian may bring new books to the classroom and talk about them, or the teacher may want to tell the class about some of the new books. Children enjoy choral speaking of poetry, which gives them an opportunity for creative self-expression. All experiences of the

individualized reading program—children selecting their own books, reading quietly as individuals, reading to each other, listening to a story, or speaking poetry—should be considered basic to the teaching of reading, and not treated as “free period” activities, or as rewards for reading an assigned book or “finishing” sooner than the time assigned.

Children's out-of-school and home experiences with reading should be considered as part of the whole reading program. Teachers and school librarians will find that cooperation with public librarians in introducing children to the public library will encourage children to use the children's room of the public library after school and on Saturdays. Children's specialists on public library staffs can often come to the school and talk about books or plan book fairs and exhibits with the teachers and school librarians. Useful guides can be made available to parents interested in buying books for the child's home library—lists like one prepared by Arbutnot, for example.

Every child needs a place at home for his own books. A child's ownership of books with a special corner or shelf for them helps to develop in him an affection for books and a sense of security that is an essential part of growing up.

Children's attitudes toward reading will profoundly affect their reading ability. If children, in learning to read, also learn to like to read, their approach to all schoolwork involving reading will be more favorable to learning and understanding. The individualized method of teaching reading has implications for pupil achievement that are immeasurable. The growth of individuals in our democracy is in large measure dependent upon their ability to read with intelligence, discrimination, and enjoyment.

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## VARIETY: The Essence of Rural Education

RURAL counties vary widely in their educational practices and standards: this is the outstanding characteristic coming to light in the Office of Education's comprehensive survey of rural education, now nearing completion. From the 1,200 counties included, the Office has selected, for summary purposes, the 101 “most rural” (criteria: At least 60 percent of the population on farms, and no urban center of more than 2,500); but even this narrowed group shows such striking variations as the following:

- ★ *Number of school districts*: One county has 89; several others (county units) consist of a single district. Average, 10.9.
- ★ *Number of pupils*: One county has as few as 94; another, as many as 7,671. Average, 2,326.
- ★ *Size of schools*: One county averages as few as 9.5 pupils per school; another as many as 612. Average, 85.1.
- ★ *Pupils per staff member*: One county averages 7.5 pupils; another, 42.2. Average, 24.7.
- ★ *Percent of school revenue from State and Federal sources*: One school receives only 6.4 percent; another, 95.9. Average, 64.2.
- ★ *Salary of instructional staff*: One county pays an average of \$1,676; another, as much as \$4,089. Average, \$2,933.
- ★ *Cost per pupil in ADA*: For 1 county it is only \$110; for another, \$825. Average, \$211.
- ★ *Transportation cost per pupil in ADA*: For 1 county it averages \$9; for another, \$104. Average, \$26.

And these are but a few of the wide variations that exist among rural counties. Still others, including extreme differences in geographic conditions, economic circumstances, and school policies, will be presented in the forthcoming report of the survey; such information contributes to our understanding of the problems peculiar to rural education.

—WALTER GAUMNITZ,  
Head, Rural Research and Statistics Unit



No village too remote for

## FEDERAL SCHOOLS FOR NATIVE CHILDREN

By WARREN L. TIFFANY

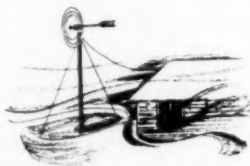
**B**ECAUSE it stands between two cultures, the Federal school for native children in Alaska has a dual and delicate task: To prepare the native for a new way of life in case he chooses it and, at the same time, to help him see the worth and charm of his own culture, the rewards and opportunities of a life among his own people.

Of course the Federal school is not the only one so challenged in Alaska. To some extent this responsibility falls on every school in the Territory with any native pupils at all; but because the Federal school serves only native villages far from the large centers of population, its nearness to the indigenous cultures—Eskimo, Indian, or Aleut—is pronounced and its dual purpose sharply posed.

Today there are 86 schools in Alaska supported and administered by the Federal Government. Two of these, on the Pribilof Islands of St. George and St. Paul, are under the Fish and Wildlife Service, U. S. Department of the Interior, which operates the fur-seal rookery there under an agreement with Canada, the Soviet Union, and Japan. But all the other Federal schools are under the Bureau of Indian Affairs, also in the Interior Department.

*Mr. Tiffany is educational specialist for the Nome District, Juneau Area, Bureau of Indian Affairs. He first went to Alaska as a teacher in a 1-room school at Karluck, Kodiak Island, where he spent 2 years; and for the next 2 years he taught at the Mount Edgecumbe High School. After a year's leave of absence he returned to elementary teaching at Fort Yukon, from which he was transferred to his present position.*

Up until 1900, when the Congress passed a civil code for Alaska and made the Territory responsible for establishing its own schools in incorporated towns, Federal schools were the only public schools in the Territory. Since then, as towns have developed all over Alaska and as the Territory has reached out into rural



areas to help establish schools there, the Territorial public school system has steadily grown. Today it enrolls six times as many pupils as the Federal schools, one and one-half times as many native children. It has 125 schools; in administration and support, they fall into 4 categories (data, from records in the Bureau of Indian Affairs, are for October 1957):

- ★ 28 incorporated school districts, complete with school boards and local funds. Elementary enrollment, 19,264, about 20 percent native; secondary, 4,667, about 18 percent native.
- ★ 68 outside the bounds of city and district, maintained by the Territorial department of education as if all were in one big district. Elementary enrollment, 3,147, about 48 percent native; secondary, 253, about 35 percent native.
- ★ 21 Johnson-O'Malley schools, one-time Federal schools now operated by the Territory; similar to the 68 rural schools except that Federal Government still pays the bills and holds the titles. Enrollment, 644,

entirely elementary, virtually all native.

- ★ 8 on military bases, administered by the Territory but supported by Federal funds under Public Law 874. Elementary 6,701, secondary 170.

How fast the Territorial system has grown in the past 10 years is shown in the latest published report by Alaska's Commissioner of Education. Between 1946-47 and 1955-56 the average daily attendance rose from 7,100 to 26,400; the pupil-transportation load, from 1,100 a day to 5,600; operating expenses, from \$233 to \$439 per pupil and from a total of \$1.7 million to \$11.6 million.

In addition to the 125 Territorial public schools, there are between 20 and 25 private and denominational schools in Alaska, most of them elementary. As of October 1957 their total enrollment was nearly 1,600, divided fairly evenly between white and native children.

**N**OW, having roughly supplied the outlines of the whole elementary-secondary school scene in Alaska, we return, for a closer look, to the 84 Federal schools operated by the Bureau of Indian Affairs, which together last year enrolled 4,802 pupils. Most are 1- or 2-room schools with 1 or 2 teachers. According to records for the 1956-57 school year, three-fourths have enrollments somewhere between 15 and 55, but the smallest has 13 and the largest has 308. A school's presence in any community means that the Federal Government, before establishing it, had evidence that the community was going to stay put for some years to come and would be needing schooling for at least 12 children a year.



e for service, no population too sparse

## N IN ALASKA

For children who live in communities too small or too migratory to justify a permanent school, the Bureau provides two boarding schools, both in southeast Alaska: Wrangell Institute, an elementary school, which had 255 pupils last year; and Mount Edgecumbe, a high school, which had 739. Only natives—that is, children who are at least one-quarter Indian, Eskimo, or Aleut—may attend. Attending means being separated from one's family for a whole school year at a time, unless parents pay the airplane fare for a visit home. Except for clothing and pocket money, the Federal Government pays all expenses; but parents are encouraged to provide transportation.

The day schools are concentrated—if one may use the word for schools as widely scattered as these—in the northern and western part of Alaska. Many are strung like beads on a chain along the Yukon River and the shores of the Bering and Arctic Seas. Several are north of the Arctic Circle, and one is on the topmost tip of Alaska, at Barrow. Two are on St. Lawrence Island, in sight of Soviet shores. All are administered from the Bureau's headquarters, at Juneau, through three district offices—at Nome, Bethel, and Anchorage.



Because BIA aims at going out of business eventually, it is working toward the day when Alaska will be able



to support and run these schools. Together, the Territory and the Federal Government have been moving in that direction for many years. In 1934, to facilitate the changeover, the Congress passed the Johnson-O'Malley Act, which authorizes the Secretary of the Interior to contract with each of the States and Alaska for turning over to local school authorities, as they show willingness and ability, the Federal school buildings and equipment as well as full responsibility for operating the schools.

As a result of this act, some of the 48 States with large Indian populations no longer have Federal schools within their boundaries. In Alaska, 24 Federal schools have been transferred: the first Johnson-O'Malley contract was negotiated for the school year 1951-52, when 5 schools were transferred; 8 followed in 1952-53, 10 more in 1954-55, and 1 in 1955-56. Although the Territory and the local communities now have all the administrative responsibility for these schools, the Federal Government still pays all the operating costs.

As long as it stays in the local school business in Alaska, BIA will be working to provide the best schools possible within its means. To raise the quality of its service and keep the morale of its teachers high, it has recently made more supervision available: within the past 3 years it has stationed at both Nome and Bethel a supervisor and an assistant supervisor, who make the rounds of their schools at least twice a year.

Most of the teachers in BIA schools come from the States, for Alaska is extremely short of native teachers, partly because the university was established as a school of mines and not until recent years has provided

teacher education. Most of the teachers are young, with a pioneering spirit, a fondness for outdoor life and adventure, and a strong desire to be of service. They are graduates of an accredited 4-year college, have at least 24 hours in education. All other qualifications being equal, native teachers are preferred; but they are in the minority.

Starting salary for beginning teachers is usually \$3,670, plus a cost-of-living allowance; for experienced teachers, \$4,525. All are given regular Civil Service appointments, but the Federal Government pays transportation home every 2 years with the understanding that the teacher will return for 2 more years of service.

Except for teachers in the boarding schools or in the 5- or 7-teacher schools, all teachers in the Alaska service are required to be married and to bring their spouses with them; BIA frequently employs both husband and wife. If both are teachers, both teach at the same school, one



probably as the principal teacher, at a starting salary of \$4,970. In 1-teacher schools, 1 member of the family serves as the principal teacher and the spouse becomes a general assistant, lending a hand with school duties, classes for adults, and whatever other programs the Bureau has in the village. A nonteaching husband is janitor, handyman, community worker, and general school helper; a nonteaching wife must perform many of the same duties, with less emphasis on the janitorial side.

A few of the schools—12 last year—are taught by Eskimo instructional aides. These are not aides in the sense that they are teachers' assistants; for they are really in charge of classrooms, being qualified by virtue of inservice training and at least a high school education. Most of them serve in schools with only a limited program, perhaps only the first 2 or 3 grades, while the Bureau seeks to determine whether it would be justified to build a permanent school and employ a fully qualified teacher.

WITH each stopover on his way to his post in Alaska, the new teacher from the States gets closer to a realization of what his life will be like for the next two winters.

At Seattle he meets the official connected with the operation of the *North Star*, the Government's vessel for carrying supplies to Bureau schools. With counsel and assistance from this official he does a whole year's grocery shopping at one time and, if short of funds, can negotiate a loan to pay the bill. Because the making of these arrangements forces him to visualize his future needs in detail, it gives him, as nothing else has, a glimpse of the isolation he will know and the self-sufficiency he must exhibit.

His goods go north by boat, but he himself flies first to Juneau for an orientation at the area office and then to his district headquarters to spend a few days being readied still further for his new responsibilities.

Part of this readying is an introduction to the Alaska Communication System, which is somewhat comparable to Western Union in the States. What the newcomer learns from this introduction is more than just incidental intelligence. Like most BIA teachers in Alaska, he will be sending and receiving all radiotelephone messages for his community, includ-



ing telegrams; in the Nome district, for example, teachers at 25 of the 27 schools have this responsibility. The radio equipment used for this purpose is owned by BIA and located in the schoolhouse, and the teacher will have standing appointments with it every day, morning and evening.

One of these appointments is scheduled to coincide with the time when the doctor at the nearest Public Health Service hospital also stands by, usually at 6 o'clock in the evening, waiting to hear emergency calls from the villages and to prescribe treatment or give advice, or to order a patient prepared for a trip to the hospital via plane. Another listening time is worked out with BIA dis-

trict headquarters, which has its own frequency and uses radio for many of its staff communications. Teachers may also communicate with one another over the radiotelephone although their conversation will hardly be private, for it's available to any one in Alaska with a radio set. In any event, this avenue of quick communication is very important in the lives of many teachers, especially in villages where the mail plane comes in only once a week.

Although serving as a communications link is one of the teacher's vital extracurricular duties, he has others, too. These may include serving as welfare representative or as super-



visor for the local cooperative store, which has been established with the aid of a Government loan so that the natives can buy and sell and learn about modern trade.

Through these out-of-school responsibilities the BIA teacher becomes more closely identified with his community than any teacher in the States is ever likely to be. But even within the classroom he is thus identified, for BIA schools have always been community schools. They have furnished the impetus and shown the way to sanitary sewage disposal, pure water supply, balanced diets, and better housing. They have taught villagers new skills and helped them toward economic independence. By this combination of contacts the teacher's influence among the natives can grow to dimensions that will make it either his greatest problem or his greatest advantage, depending on how he uses it. As the area office at Juneau says (*Highlights in Education*, October 1957), he usually reacts to the experience in 1 of 3 ways:

The retiring teacher may find it an overwhelming experience and feel impelled to erect a shell of privacy about himself, thus missing his destiny as a force for change in the community almost altogether.

The unwary teacher may find himself enticed toward the pitfalls of a well-intentioned dictatorship and a leader-centered program, which may flourish for a time but,

upon his departure, may collapse into [a] vacuum . . .

The thoughtful teacher, alert to possibilities for both child and adult education, will find it a humbling and invigorating experience, leading . . . to analytical observations, that he may build a realistic program around problems of everyday living; [and] to the development of self-help so that, after he departs, the forces for change which he has set in motion will continue to operate under enlightened local leadership.

It is in the classroom, however, with the children, that the teacher finds his greatest satisfaction—much of it because there he is most at home, there he is confronted with situations he is professionally trained to meet. He has few of the usual discipline problems, for most Alaska native children are obedient and polite. Many are reluctant to express their thoughts and feelings in a group, but the teacher who finds ways to draw them out is well rewarded. There is little truancy; for, even though attendance in BIA schools is not compulsory, nearly every school-age child within reach of school attends nearly every day.

Some of the problems common in the States exist in Alaska schools, too—overcrowding, for instance, and half-day sessions. In addition, the teacher has to cope with the fact that many children enter school knowing little or no English, and with the need for adapting teaching materials and curriculum content to the child's environment and experience.

But most of these problems yield at last to patience and ingenuity and good will, as do the many housekeeping chores connected with teaching in an Alaska village. Ordering supplies means anticipating every possible school need 2 years in advance, including not only paper and paste but light bulbs, rope for the flagpole, and chemicals for the toilets. Between the far-spaced visits of the maintenance man, the teacher's ingenuity must be proof against any breakdown in the school plant.

This is the kind of life that makes teaching in Alaska a mixture of excitement and serenity, of emergency and routine, of the complex and the simple, of teaching and being taught. For many a teacher the blend becomes irresistible, and he returns to enjoy it year after year.

# CONGRESSIONAL PROPOSALS FOR EDUCATION

## *An emphasis on finding and developing talent*

**B**ETWEEN its opening day, January 7, and the last day before the Easter recess, April 4, the 85th Congress, 2d session, voiced its interest in education through many bills. Emphasis in these bills is on the conserving and developing of our human resources. To develop our best students, to develop the best in all our students, proposals before the Congress establish programs of testing, guidance and counseling, scholarships, fellowships, loans, teaching expansion and improvement, and the relief of classroom shortages. The impact of the outstanding scientific development in the past year is reflected in the emphasis given to science students in the awarding of scholarships, fellowships, and loans, and in teaching expansion programs.

But this is not to say that other educational problems are being forgotten: far from it. School milk programs, Federal assistance in areas where government activity has created school district hardships, tax relief for teacher and student—all these and others are also of primary concern to the legislator. But the major bills focus on developing our youth to its fullest through better programs of education, financial assistance, and needed facilities and teachers.

### ***The Administration bill***

Quick on the heels of President Eisenhower's special message on education in January, the Department of Health, Education, and Welfare made recommendations to the Congress incorporating the President's suggestions. Soon afterwards, on January 31, three bills, each entitled the *Educational Development Act of 1958*, were introduced to "encourage and assist in the expansion and improvement of educational programs to meet

critical national needs"—S. 3163 (Smith, New Jersey, for himself and 10 others), H. R. 10278 (Kearns), and H. R. 10279 (Frelinghuysen). They would help the States set up testing and guidance and counseling services; increase the number and salaries of science teachers; provide 10,000 undergraduate scholarships for each of 4 years to high-caliber students, particularly those with aptitude for science and mathematics; and encourage the teaching of modern foreign languages. They would provide graduate fellowships through colleges and universities to those qualifying, particularly to those preparing to teach in institutions of higher learning.

### ***Scholarships and loans***

To help able students receive higher education, a number of bills would provide scholarships, fellowships, or loans through State agencies. Some of these bills include provisions aimed at improving teaching. Emphasis for both student and teacher is on science, mathematics, and modern foreign language learning.

In the same vein as S. 3163, H. R. 10278, and H. R. 10279 are S. 3187 (Hill, for himself and 26 others) and H. R. 10381 (Elliot). Their coverage is wider, however. They would offer 40,000 scholarships and 1,500 fellowships each year for 6 years and set up a student loan fund, giving preference in all cases to science students. They would provide funds to States and institutions of higher education to assist and encourage science teachers; to conduct testing of students, counseling and guidance programs, and work-study programs. They would promote the learning of modern foreign languages and the development of television, radio, motion pictures, and other media for edu-

cational use, and would develop vocational education in occupations essential to national defense.

Four other scholarship bills in the Senate are S. 2917 (Thye), S. 3119 (Mansfield), S. 3157 (Flanders and Bricker), and S. 3268 (Hill, and Smith, New Jersey). With the exception of S. 2917, these bills would amend the National Science Foundation Act to enable the National Science Foundation to offer scholarships and fellowships to gifted students for scientific study. S. 2917 would grant funds to States to award scholarships and fellowships to students of proven scholastic aptitude. Fellowships would be granted only to science and mathematics majors.

S. 3156 (Flanders) would double programs now conducted by the National Science Foundation for the advanced education of teachers and would establish a National Humanities Board in the Department of Health, Education, and Welfare to promote education of teachers of the humanities through summer programs.

The House has before it 16 bills that would provide scholarships or student loans. Four would amend the National Science Foundation Act to expand scholarship programs—H. R. 10180 (Sikes), H. R. 10456 (Price), H. R. 10464 (Van Zandt), and H. R. 11257 (Harris). Eight would grant scholarships and fellowships independent of any existing acts or provisions—H. R. 9635 (Brooks), H. R. 9692 (Martin), H. R. 9725 (Sieminski), H. R. 9905 (Dingell), H. R. 9918 (Long), H. R. 11223 (McGovern), H. R. 10454 (O'Konski), and H. R. 11776 (Byrd). H. R. 11223 and H. R. 11776 would grant loans as well as scholarships. Six bills would grant loans only—H. R. 10068 (Rodino), H. R. 10908 (Gathings), H. R. 11061 (Keating), H. R. 11417 (Cramer),

H. R. 11501 (Jackson), and H. R. 11830 (Lane). All bills, loan and scholarship, stress science.

### **New classrooms**

A number of bills are primarily aimed at alleviating the classroom shortage at the elementary and secondary level.

S. 3311 (Murray, for himself and 12 others) and H. R. 10763 (Metcalf), entitled the *School Assistance Act of 1958*, would grant States \$25 per school-age child for school construction in fiscal year 1958, \$50 in 1960, \$75 in 1961, and \$100 in each fiscal year thereafter. Funds would not be granted on a matching basis, but on an effort index, based on the number of schoolchildren and the State's per capita income. According to estimates, the bill would cost \$1.1 billion in its first year of operation, \$4.5 billion at the \$100-per-child level.

S. 3179 (Kennedy) and S. 3216 (Javits) would allow \$300 million for each of 5 years and \$600 million for each of 4 years, respectively, to State educational agencies for classroom construction.

Other bills that would allow Federal funds for school construction are these: H. R. 9731 (Teller), \$600 million for each of 5 years; H. R. 11530 (Frelinghuysen), \$600 million for each of 3 years; H. R. 11625 (Kearns), "such sums as would be necessary," and H. R. 11854 (Engle), \$500 million for each of 4 years.

### **Public Laws 815 and 874**

Several proposed bills would extend and amend Public Law 815 and Public Law 874, which are in their eighth year of giving Federal financial assistance to individual school districts for educating the children of people connected with Federal activity.

H. R. 11378 (Thompson) reported without amendment to the Committee of the Whole House, March 19 (H.

Rept. 1530) would make permanent such assistance insofar as it applies to children of persons who both reside and work on Federal property; and would extend until June 30, 1961, such assistance insofar as it applies to other children. It would also make a significant change for school districts educating Indian children by enabling them to accept payment under Public Law 374 without giving up the right to payments under the Johnson-O'Malley Act for special services.

Other bills to extend or improve Public Law 815 and 874 include S. 3069 (Smith, New Jersey), H. R. 9620 (Auchincloss), H. R. 9623 (Baldwin), H. R. 10490 (Gwinn), H. R. 10697 (Montoya), H. R. 10952 (Holt), and H. R. 11020 (Scudder).

### **Toward general improvement**

S. 2916 (Thye) would provide financial assistance to the States on a 50-50 basis in paying the salaries of science teachers in secondary schools and in providing appropriate scientific equipment for schools.

S. 3352 (Flanders and Cooper) would assist local educational agencies of the States in initiating, expanding, and improving science and mathematics instruction in public secondary schools by authorizing grants of \$50 million for fiscal year ending June 30, 1959, and for each of the 3 succeeding fiscal years thereafter for use in acquiring laboratory and related facilities.

S. 3606 (Proxmire) would provide financial assistance to the States for educational purposes by returning a portion of the Federal income taxes collected therein:  $1\frac{1}{2}$  percent for fiscal year 1958; 3 percent for fiscal year 1959; and 5 percent for payment due on or before December 1, 1960, for preceding fiscal year.

H. R. 9839 (Perkins) would authorize the appropriation of funds to assist States and Territories in financing a minimum foundation education program of public elementary and secondary schools and reducing in-

equalities of educational opportunities in schools.

H. R. 9689 (MacDonald) and H. R. 10299 (Udall) would amend the Outer Continental Shelf Act to provide that certain revenues under the act could be used as grants-in-aid to primary, secondary, and higher education.

H. R. 9939 (Wright) would provide for the accelerated development of secondary school education in the natural sciences in the States and Territories through an appropriation of \$75 million to States on a matching basis.

### **College housing loans**

Several bills would help colleges provide housing, equipment, and facilities.

S. 3213 (Fulbright) would increase by \$250 million the borrowing authority of the Housing and Home Finance Agency for college housing loans. S. 3399 (Capehart) would raise the amount colleges may borrow for science equipment and facilities—from \$295 million to \$1 $\frac{1}{8}$  billion. A similar lifting would be given to the ceilings on college housing loans by S. 3281 (Thye), S. 3351 (Beall and Javits), H. R. 10598 (Carriag), and H. R. 11329 (O'Brien).

### **New department?**

S. 3126, the *Science and Technology Act of 1958* (Humphrey, McClellan, and Yarborough), would create a Department of Science and Technology and National Institutes of Scientific Research, would provide a fund for loans to science students, and would authorize scientific programs outside the United States. At the request of the Senate Committee on Government Operations, the Committee staff has prepared an analysis and summary of the act.

Two other science department bills are pending: S. 3180 (Kefauver), limited to the establishment of a department, and H. R. 11392 (Christopher), which would include a science academy under a department of science.



### ***And science corps?***

There are many bills in this session of Congress that advocate a United States science academy; but previous sessions have known only one, proposed by Mrs. St. George in the 1st session of the 85th Congress.

S. 2957 (Thurmond) would establish an academy under the Secretary of Defense. Students selected for the academy would receive room and board, instruction, and \$500 a year. Graduates would be required to serve the Federal Government  $1\frac{1}{3}$  days for each day they received training at the academy.

Other Senate bills for a science academy include S. 2967 (Gore), which would place such an institution under the Department of Health, Education, and Welfare; and S. 3111 (Jenner) which, like S. 2957, would put it under the Department of Defense.

House bills to establish a science academy are H. R. 9610 (Anfuso), H. R. 9672 (Kee), H. R. 9685 (Long), H. R. 9712 (Rogers, Massachusetts), H. R. 9902 (Boggs), H. R. 10067 (Rodino), H. R. 10224 (Adair), H. R. 10635 (Radwin), H. R. 10931 (St. George), H. R. 10933 (Utt), H. R. 11392 (Christopher), and H. J. Res. 503 (Kean).

Bills calling for the establishment of a commission to study the need for a science academy and the shape such an institution should take have been introduced in S. 3110 (Potter), H. R. 10159 (Griffin), and H. R. 10229 (Broomfield).

### ***National Science Council***

H. R. 9611 (McCormack) and H. R. 10208 (Riehlman) would amend the National Security Act of 1947 to provide for the coordination and integration of policies and procedures with respect to Federal programs in the field of science and technology by creating a five-man National Science Council.

### ***Tax relief***

Several bills would give tax relief to teachers, students, and parents to

help them meet educational expenses.

Under some proposals, a teacher could count costs of additional education as "business expense" on income tax returns. In the Senate, 6 bills would give such relief—S. 3096 (Smathers), S. 3158 (Stennis), S. 3329 (Kerr and Monroney), S. 3353 (Flanders, Bricker, Allott, and Cooper), S. 3359 (Langer), and S. 3526 (Hill). Three would allow deductions for expenses without limit; three would set limits of \$600 or \$800. In the House 26 bills would allow the teacher to deduct not over \$600 from gross income for certain amounts paid by him for his further education, and 7 bills would allow deductions for all expenses.

Certain bills would allow the college student or his parent deductions for education. In the Senate, 4 bills—S. 2938 (Frear), S. 3162 (Smathers), S. 3403 (Thurmond), and S. 3527 (Hill)—propose tax deductions for the student paying his own expenses or for the supporting parent; 2 allow \$600; 1 allows \$100; and 1 allows all expenses. In the House 11 bills would bring tax relief to student or parent, either allowing deductions for expenses or granting exemptions to the extent of \$400, \$600, or \$800. One bill would allow a 30-percent deduction if the deduction did not exceed a total of \$1,500 for any 1 dependent.

One bill in the Senate and four in the House would make certain educational contributions deductible. S. 3254 (Murray) would increase the amount of a corporation's charitable contributions that might be allowed as a deduction where all or part are made to educational institutions. H. R. 9630 (Bennett) would allow deductions for contributions to the United States for use with programs of scholarships and other educational assistance for students of science, engineering, and other technical subjects. H. R. 9845 (Thompson, New Jersey) would allow a corporation to extend up to 5 percent of taxable income the deductions it could make for contributions to educational in-

stitutions. H. R. 10834 (Simpson, Pennsylvania) and H. R. 10835 (Curtis, Missouri) would permit tax credit for contributions and other expenditures for basic research in science.

Other tax-relief proposals include a credit for increases in State and local taxes imposed for school purposes (H. R. 10354, Poff); exempting from tax the interest on obligations of educational institutions (H. R. 11052, Price); exempting from excise tax the automobiles furnished without charge to schools for driver training programs (H. R. 11780, Ikard); and a refund of Federal tax collected in States and Territories for improvement of public educational systems, school construction, and increasing teachers' salaries—the *National Education Act* (H. R. 11828, Hillings).

### ***For the exceptional child***

Several bills would improve and increase the special teaching of exceptional children. S. 3410 (Neuberger) proposes a double program: (1) A special \$18½ million, 7-year program of Federal scholarships and fellowships to individuals to train as teachers of exceptional children, and (2) a \$2½ million grant for 7 years to public and nonprofit institutions to encourage and expand the training of teachers of exceptional children. On the House side, 3 bills have been presented: By grants to institutions of higher learning, H. R. 10842 (McGovern) would provide a 10-year program to encourage teaching and research in the education of exceptional children; by grants to State agencies and nonprofit public institutions of higher education, H. R. 11135 (Gray) and H. R. 11833 (May) also would promote teaching and research in the education of mentally retarded children.

### ***For the veteran***

The veteran or the veteran's child would receive benefits by a number of bills.

S. 2978 (Yarborough) would extend the GI bill of rights to all vet-

erans discharged after Jan. 31, 1955. S. 3184 (Thye) would permit eligible veterans to commence institutional on-farm training under the Veterans' Readjustment Act of 1952 more than 3 years after discharge from military service if facilities for such training were not available earlier.

A veteran would be permitted—by H. R. 10888 (Bass) and H. R. 11397 (Fogarty)—to give his child the educational benefits he has not used and to which he is entitled.

H. R. 9823 (Hale) would amend the War Orphans' Educational Assistance Act of 1956 to provide educational benefits to the children of members of the United States Navy who were killed while on convoy duty in 1941.

H. R. 10501 would provide education and training for certain veterans under the Veterans' Readjustment Act of 1952 who did not initiate their program of education or training within 3 years after discharge from active service.

### **School integration**

Several bills would affect integration in the public schools.

H. R. 11219 (Hays, Arkansas) would establish a joint congressional committee on civil rights to study the programs of desegregation in the public schools, such a committee to report to Congress within a year.

To implement the Supreme Court decision on the integration of public schools, both Houses have before them the Civil Rights Act of 1958 in four identical bills—S. 3257 (Douglas and 15 others), H. R. 10601 (Diggs), H. R. 10630 (O'Hara), and H. R. 10645 (Roosevelt).

On the other hand, S. 3467 (Johnston) and H. R. 10775 (Colmer) would restrict certain powers of the United States Supreme Court that affect integration of schools.

H. R. 11047 (Matthews) would prohibit the President from calling out the National Guard and from using Federal troops to assist in enforcing any Federal court order that

would result in racial integration in a public school in the United States.

### **Milk and food programs**

S. 3342, an original bill, which would continue the special school milk program for 3 years, passed the Senate by voice vote February 24 (S. Rept. 1319).

Four other bills also were introduced to the Senate to extend the special milk program: S. 3002 (Humphrey), S. 3070 (Aiken), and S. 3145 (Thye) for 3 years; S. 3182 (Proxmire), permanently. Three bills in the House would continue the program for 2 years—H. R. 10324 (Johnson), H. R. 10390 (Knutson), and H. R. 10859 (Jennings).

S. 3501 (Proxmire and Clark) and H. R. 11791 (Metcalf) would authorize the Secretary of Agriculture to expand funds appropriated for the diversion of surplus farm commodities to provide balanced diets in schools and institutions and for the needy.

S. 3501 (Proxmire and Clark), S. 3577 (Hill and Scott), and H. R. 11791 (Metcalf) would authorize the Secretary of Agriculture to make surplus farm commodities available to schools, institutions, and the needy out of funds appropriated for diversion of such surpluses.

### **Miscellaneous**

Certain bills affecting education fall in none of the foregoing categories.

S. 2956 (Monroney, Kerr, and McNamara) would amend the Vocational Education Act of 1946 to grant \$10 million for education in fields of science essential to vocational education.

S. 3460 (Johnston) would modify regulations for salaries and personnel practices for teachers, certain school officers, and other employees of dependents schools of the Department of Defense in foreign countries.

S. 3243 (Clark) would grant permission to 25 foreign students to attend the District of Columbia Teach-

ers College each year on the same basis as residents. It passed the Senate by voice vote March 11 (S. Rept. 1374).

S. 3582 (Humphrey, Murray, Neuberger, Proxmire, and Jackson) and H. R. 11773 (Blatnik) would establish a Youth Conservation Corps to train young men and conserve resources.

S. 3155 (Flanders) would permit certain educational organizations to import, duty free, scientific and laboratory apparatus for educational or scientific purposes.

H. R. 9634 (Boggs) would promote education through TV.

H. R. 9843 (Taylor) would defer certain college science students from military duty; H. R. 9643 (Collier), H. R. 9843 (Taylor), and H. Con. Res. 238 (Bentley) would do the same for teachers or student teachers.

H. R. 10293 (Dawson, Illinois) would establish a national scientific research reserve fund.

H. R. 10851 (Anfuso) would amend the Social Security Act to authorize Federal assistance to certain dependent children over 18 as long as they are in school.

H. R. 11310 (Celler) would provide for the establishment of a United States Foreign Service Academy.

H. R. 11315 (Fino) would amend the Social Security Act to provide that an individual's entitlement to child's insurance benefits shall continue after he attains age 18 as long as he is regularly attending school.

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NOTE.—With every day that passes, the legislative scene changes. Since this summary was written, President Eisenhower has signed S. 3243 into law (P. L. 85-384), thus affecting the status of foreign students at the District of Columbia Teachers College; and the House, by voice vote and with amendments, has passed H. R. 11378, to extend and amend Public Laws 815 and 874. In its next issue *School Life* will report further action on the bills summarized above, and will list bills introduced between April 14 and June 1.



McCALL'S MAGAZINE

## BACK HOME AGAIN . . .

*For the Teacher of the Year, welcome and retrospect*

"IS it made of gold? All the way through—is it gold?"

Carefully, lovingly, each one of Jean Listebarger's second-graders handled her golden apple. They copied the recipe for bean soup printed on the menu from the U. S. Senate's diningroom. Over and over they studied the photographs of Miss Listebarger alighting from the plane in Washington, looking just as pretty as she does every day at school.

Home again after her flying trip to Washington and New York to receive the award of Teacher of the Year from *McCall's Magazine*, Jean found her first day back at school in Ames, Iowa, one of the happiest parts of the whole experience. For the children, the happiest part was teacher's return and the sparkle that followed her: Their own letter from President Eisenhower, which the school photostated so everyone could have a copy; the picture they took of themselves to send in return; all the good letters they wrote to *McCall's*, praising the apple.

As for Jean herself, her thoughts are sober. "You ask me how I feel, now that the excitement's over. First, I feel humble . . . humble when I think of the thousands of outstanding teachers I have represented . . . humble when I realize how far I have to go before I can truly be an exemplary teacher.

"And I feel grateful . . . to *McCall's* for accentuating the positive in education . . . to the many, many people who have helped me to develop . . . to my home, my college, my church."

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## TRAVELING SCIENCE BOOKS

**N**INETY books on science for children and youth make up the newest exhibit of the Smithsonian Institution Traveling Exhibition Service, **BOOKS FOR YOUNG SCIENTISTS**. All were chosen from the Washington, D. C., spring Children's Book Fair for content, artistry, appeal to children, and acceptability by schools and libraries. Two staff members of the Department of Health, Education, and Welfare served as judges—Irvin Kerlan, of the Food and Drug Administration, and Paul E. Blackwood, specialist for science education, Office of Education.

A complete list of titles in **BOOKS FOR YOUNG SCIENTISTS** is not yet ready, but here is a sampling:

**ALBUM OF HORSES**, Henry; **ALL ABOUT EGGS**, Selsam; **ANIMALS IN ARMOR**, Hylander; **EXPLORING BY SATELLITES**, Branley; **EXPLORING MARS**, **EXPLORING THE MOON**, Gallant; **FIRST BOOK OF BUGS**, Williamson; **GROWING AND CHANGING**, Exler; **HONEY-BEE**, Adrian; **I KNOW A MAGIC HOUSE**, Schwartz; **NOW IT'S FALL**, Lenski; **OUR FRIEND THE ATOM**, Haber; **PHOTOGRAPHY**, Zim and Burnett; **PRE-HISTORIC ANIMALS**, Scheele; **ROMPING THROUGH MATHEMATICS**, Anderson; **SNOW**, Bell; **SEA TREASURE**, Johnstone; **STORY OF ROCKS**, Shuttleworth; **THE BOOK OF SONGBIRDS**, Hausman; **THE CAT FAMILY**, Hogner; **THE FIRST BOOK OF SPACE TRAVEL**, Bendick; **THE LITTLE AIRPLANE**, Lenski; **UNDERSTANDING SCIENCE**, Crouse; **WHAT'S INSIDE THE EARTH?**, Ames and Wyler; **WHEN YOU GO TO THE ZOO**, Blough and Campbell; **WONDERFUL WORLD OF THE SEA**, Fisher; **WONDERS OF THE HUMAN BODY**, Ravielli; **YOU AMONG THE STARS**, Schneider; **YOUR WONDERFUL WORLD OF SCIENCE**, Freeman; and **ZOO PARADE**, Perkins.

Schools, colleges, museums, non-profit civic groups may rent **BOOKS FOR YOUNG SCIENTISTS** for a 3-week period for \$50 plus certain shipping charges. For more information about it and the other 135 traveling exhibits of the Service, including several of children's art, write to Mrs. John A. Pope, Chief, Traveling Exhibition Service, Washington 25, D. C.

## OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

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